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ABSTRACT

This report describes the improvement of the University of Michigan Elementary Teacher Education program evaluation system through analysis of computerized longitudinal data generated by student self reports from 1977 to 1980. Students enrolled in the elementary certification program received a list of 96 instructional competencies and were given the opportunity to report on them in three dimensions: knowledge, demonstration, and confidence. They were asked to report their perceptions of their competencies at three points in time: before and after their methods-practicum and after student teaching. Cooperating teachers and university supervisors completed feedback forms for a reduced number of the competencies during and after each of two major field experiences. Provision was made on the report forms for assessment of the difficulty of achieving mastery in each competency. The competencies were in eight content areas: (1) planning; (2) establishing goals and objectives; (3) pupil evaluation; (4) using educational materials and equipment; (5) selecting and organizing classroom activities; (6) using teaching methods and strategies; (7) classroom management; and (8) providing pupil guidance and services. A description is given of the methods of establishing the validity of the competencies, and descriptive statistics are provided on the standardized mean scores for the three dimensions of instructional competency at the three points in time. A sample student report form is included as well as the form used by the supervising teachers. Following an analysis of the data obtained from this longitudinal study, the assessment instruments for the program were refined by revising some competency statements and by providing for more effective feedback to the students. (Authors/JD)

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LONGITUDINAL ASSESSMENT OF INSTRUCTIONAL COMPETENCY: THREE STAGES OF PRESERVICE PROFESSIONAL DEVELOPMENT

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This report describes the improvement of The University of Michigan Teacher Education program evaluation system, instructional competency component, through the analysis of longitudinal data generated by student self reports at three points in time. The original functions of the instruments, instruction, feedback and evaluation, were reexamined, reaffirmed and refined, and both the student and supervising teacher report forms were revised accordingly.

Longitudinal data from self reports of 89 preservice teachers clearly attest to the success of the program in terms of student learning. We have improved the assessment of our Elementary Teacher Education program in several basic ways. The competencies themselves have been refined; and the feedback to students, especially concerning superior performance, has been effectively increased. Beyond these substantive changes, a series of technical and editorial revisions to the instruments has greatly facilitated all three functions of instruction, feedback and research. The description of the concept of instructional competency as perceived by the student, and their developmental patterns of attaining instructional competency will appear in a subsequent report.

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SP 019937

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This report describes the improvement of The University of Michigan Teacher Education program evaluation system, instructional competency component, through the analysis of longitudinal data generated by student self reports at three points in time. The original functions of the instruments, instruction, feedback and evaluation, were reexamined, reaffirmed and refined, and both the student and supervising teacher report forms were revised accordingly.

HISTORY

The University of Michigan School of Education's contribution to the CBTE movement in the mid seventies was the establishment of a sound assessment system based upon a well validated and classified system of instructional skills (competencies). In state competition for funds, The University of Michigan was unique in receiving one of the four State Department of Education grants each of the three years they were offered, 1974, 1975 and 1976. In a cooperative venture with Teacher Education colleagues from several school systems, Professors Berger, Hungerman and Roderick compiled a list of 96 instructional competencies which were classified under eight content headings and assigned to one of three difficulty levels.[1] Attempts to state affective goals as competencies were avoided intentionally. Acknowledging those and other teacher education goals as equally important, but requiring assessment in a different manner, we designed a Personal and Professional Development form to include such components and to be administered as a companion instrument to our instructional competency forms.

The original instructional competency forms served three major functions: instruction, feedback and program evaluation. Upon entry, the student received a list of the 96 instructional competencies to keep and was given the opportunity to self report on all 96 in three dimensions: knowledge, demonstration and confidence. The student self reported again at the end of the methods-practicum (pre student teaching), and finally at the end of student teaching. The teacher completed a feedback form for some reduced number of the instructional competencies at the middle (optional) and at the end (required) of each of the two major field experiences. Thus the student was informed from the very beginning of what was expected in the professional role of "teacher", was encouraged to report and reflect on personal progress toward individual goals concerning instructional competence, and was given feedback from others periodically to confirm or contradict the self perceptions. University supervisors conferred with students individually concerning each one's progress. Data gathered in the initial projects served as sound evidence supporting program evaluation conclusions.

PURPOSE OF THE STUDY

In 1980 a university faculty development grant was secured for the purpose of computerizing and analyzing data on a more longitudinal basis than had previously been possible. The broad goal of improving the evaluation system included the following more specific purposes:

1. To test the validity of the instructional competencies from a new perspective, student perception;
2. To reduce the data gathered without compromising the feedback or research functions of the self report instrument;

3. To assess student mastery of instructional competency with longitudinal data from selected students;
4. To reexamine the original assignment of difficulty levels;
5. To provide additional information to students--feedback on superior performance (beyond "expected" level);
6. To revise the student self report form, making it easier to complete;
7. To edit the supervising teacher report forms in order to facilitate correlation of teacher reported data with student reported data, improving both the feedback and the research functions of the system;
8. To describe the concept of instructional competency as perceived by preservice teachers and to describe their developmental pattern of attaining instructional competency throughout their preservice professional education program. (This aspect of the study will be described in a subsequent report.)

CONCEPTUAL BASIS

The conceptual basis for the study derives from five assumptions:

1. There are instructional competencies which every teacher must master.
2. These instructional competencies vary in difficulty and therefore in the time and experience necessary for mastery.
3. Preservice training and evaluation of that training should at least partially be based on these competencies.
4. Self knowledge of role expectations and of progress in learning motivates further learning.

5. Feedback from others (supervising teachers and university supervisors) contributes to self knowledge of progress.

DATA COLLECTION

Evaluative data collected from 1977-1980 were computerized and a sample of 89 students, those for whom self-reports at three points during their certification program were on file, was selected. Students self-reported their perception of their own instructional competency prior to their methods-practicum, post methods-practicum and post student-teaching. This was the first opportunity to evaluate longitudinally the instructional competencies that had been experimentally introduced in 1975. Instructional competency scores included: total, eight content subscores, three difficulty level subscores, and 96 individual item scores. The total, content scores and individual item scores were reported in three dimensions: knowledge, demonstration and confidence.

Instructional Competency	PRE METHODS-PRACTICUM	MID	POST METHODS-PRACTICUM	MID	POST STUDENT TEACHING
Student Self Report (white)	X		X		X
Teacher Report (green or pink)		(op)	X	X	X
Personal & Professional Development (yellow)					
Student		(op)	(op)		(op)
Teacher		(op)	X	(op)	X
U. Supervisor		(op)	X	(op)	X

Figure 1. Data Collection Schedule

SAMPLE POPULATION

Students whose self reports were analyzed were enrolled in the elementary certification program, including regular elementary, early childhood and special education. These students had done their student teaching between Fall, 1977 and Winter, 1980. The male-female ratio as well as the distribution according to program affiliation matched our total elementary certification population very closely.

[INSERT TABLE 1 HERE]

VALIDITY AND DATA REDUCTION

Principal component analysis was employed to test the validity of the competency items, that is, whether they really contributed to the concept of instructional competency as perceived by the students responding in the self-reports. An equally important purpose was to identify the most powerful discriminators in order to reduce the number of items to which the students must respond.

With few exceptions, all 96 competencies correlated significantly with the first Principal Component at all three points in time when students self-report, as did all 8 content subscores: Planning, Goals and Objectives, Evaluation, Activities and Content, Materials and Equipment, Methods, Classroom Management, Student Guidance and Services. This constituted strong evidence for the validity of the instructional competency construct from the student point of view. The original selection had been validated in 1975 through consensus of professional judgment, and cross-checking with other such listings across the country.

To attain the data reduction goal, data tables were constructed, tallying the frequency of significant correlations (competency variables with principal components) at three points in time (pre methods-practicum, post methods-

TABLE 1.

DESCRIPTIVE DATA FOR SAMPLE
POPULATION OF PRE SERVICE TEACHERS

VARIABLE	N	PERCENT
Sex		
Female	79	89
Male	10	11
Block Program (Pre-student Teaching)		
Elementary	65	73
Early Childhood	7	8
Special Education	17	19
Student Teaching		
Term		
Fall 1977	11	12
Winter 1978	10	11
Fall 1978	17	19
Winter 1979	23	26
Fall 1979	17	19
Winter 1980	11	12
Location		
Ann Arbor	68	76
Van Buren-Belleville	15	17
Saline	6	7
Grade Level		
K	2	2
1	10	11
1-2	8	9
2	18	20
2-3	5	5
3	4	5
3-4	4	5
4	10	11
5	12	14
5-6	3	3
6	13	15

practicum, post student teaching). The 96 competencies were also rank ordered by correlations to facilitate selection of those which correlated most highly with the first principal component. The following criteria then guided the selection of 50 competencies for student response on the revised self-report form.

1. All items which correlated significantly with the first principal component at all three points in time formed the pool of items from which to select.
2. Those items (knowledge dimension) which correlated also with the second principal component and appeared on the highest correlations list were selected.
3. Those items (knowledge dimension) which either correlated significantly with the second principal component or appeared on the highest correlations list were selected.
4. Those items (confidence dimension) which either correlated significantly with the second principal component or appeared on the highest correlations list were selected. (Note: Confidence dimenstion items meeting this criterion had already been selected through the previous criteria as knowledge dimension items; therefore no new items were added with this criterion.)

Statistically significant correlations and high correlations both imply a range of scores and thus identify items with discrimination power. The resulting set of 50 items ranged across all eight content subgroups and all three difficulty levels as shown in Table 2. (See Appendix Tables 13-15 for additional data.)

TABLE 2

PRINCIPAL COMPONENT ANALYSIS:

50 INSTRUCTIONAL COMPETENCIES SELECTED FOR DISCRIMINATION POWER

Content Subgroup	Original Item N	Selected Item N
Planning	4	2
Goals and Objectives	7	3
Evaluation	18	10
Materials and Equipment	9	4
Activities and Content	7	2
Methods	28	10
Classroom Management	14	13
Student Guidance and Services	9	6
	96	50
Difficulty Level		
"EASY"	23	9
"MODERATE"	32	17
"DIFFICULT"	41	24
	96	50

Actually 94 items were retained on the student self-report form, fulfilling the original purpose of informing the student from the very beginning of the professional education program about the broad scope of instructional competencies expected of them eventually (Two original items were deleted, August, 1981). Students' responses for the demonstration dimension continued to be required for all 94 competencies, but their responses for knowledge and confidence dimensions were reduced from 96 to 50. Table 3 compares the relative discrimination power of the eight content areas, knowledge and confidence dimensions.

(INSERT TABLE 3 HERE]

TABLE 3.

PRINCIPAL COMPONENT ANALYSIS: EIGHT CONTENT SUBSCORES, KNOWLEDGE AND CONFIDENCE DIMENSIONS, RANK ORDERED BY DISCRIMINATION POWER

CONTENT SUBSCORES (Item N)	DISCRIMINATION POWER R.O.	SIGNIFICANT CORRELATION RATIO *	PERCENT	PRE METHODS PRACTICUM	POST METHODS PRACTICUM	POST STUDENT TEACHING
Knowledge						
Student Guidance & Services N=9	1	17/54	31 1/2	7	4	6
Classroom Management N=14	2	26/84	28 1/2	10	9	7
Evaluation N=18	3.5	28/108	26	14	10	4
Materials & Equipment N=9	3.5	14/54	26	5	3	6
Activities & Content N=7	5	8/42	19	2	5	1
Goals & Objectives N=7	6	7/42	16 2/3	2	5	-
Planning N=4	7	3/24	12 1/2	-	3	-
Methods N=28	8	14/168	8 1/3	9	3	2
Confidence						
Student Guidance & Services N=9	1	20/54	37	11	7	2
Planning N=4	2	7/24	29	-	4	3
Classroom Management N=14	3	23/84	27 1/3	9	6	8
Evaluation N=18	4.5	20/108	18 1/2	10	7	3
Materials & Equipment N=9	4.5	10/54	18 1/2	1	5	4
Goals & Objectives N=7	6	7/42	16 2/3	1	6	-
Methods N=28	7	15/168	9	9	5	1
Activities & Content N=7	8	2/42	4 3/4	1	1	-

*Ratio denominator: Content subgroup N X 3 points in time X 2 principal components. (possible correlations)
Ratio numerator: Actual number of significant correlations.

ASSESSMENT OF PRESERVICE LEARNING

A descriptive statistics program applied to scores standardized for comparison purposes, revealed that means for total instructional competency and eight content areas, for all three dimensions, knowledge, demonstration, and confidence, as well as for scores for the three difficulty levels, all increased with statistical significance across the three points in time. These means are listed in Table 4.

[INSERT TABLE 4 HERE]

The multivariate technique, profile analysis, was also applied to the data to test the statistical significance of increased scores across points in time. The set of profiles included a profile for each of the eight content subscores with the three dimensions, knowledge, demonstration and confidence as variables and the three points in time as strata. Analysis revealed that with one exception, all three hypotheses, parallelism of profiles, equality of variable means, and equality of strata, were rejected with statistical significance (usually .0000, but in all cases within .004). The one exception was that for Goals and Objectives the variable means (knowledge, demonstration and confidence) did not differ significantly. Rejecting the equality of strata hypothesis is conclusive evidence that the increases in instructional competency over time were statistically significant for all eight content subscores. Tables 5 through 12 illustrate these findings.

[INSERT TABLES 5-12]

Pairwise comparisons of the 96 instructional competency items (knowledge dimension) revealed the increases across time to be statistically significant for all 96, pre to post methods-practicum (.000), and for 92 of the 96 (78 at .0000, and 14 at .01), post methods-practicum to post student teaching.

TABLE 4.

DESCRIPTIVE STATISTICS: STANDARDIZED MEAN SCORES FOR THREE DIMENSIONS OF INSTRUCTIONAL COMPETENCY AT THREE POINTS IN TIME*

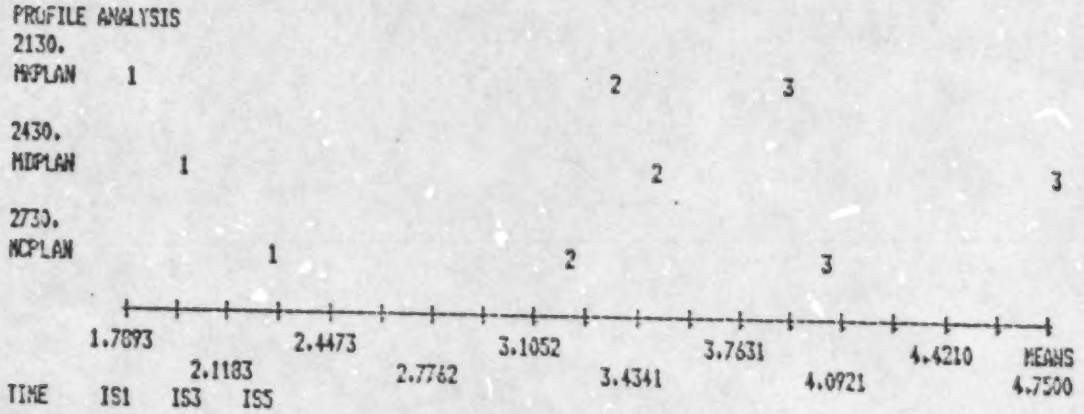
	PRE METHODS-PRACTICUM	POST METHODS-PRACTICUM**	POST STUDENT TEACHING**
TOTAL SCORE (Possible range 96-480)			
Knowledge	220.64	314.96	363.39
Demonstration	216.67	315.49	407.71
Confidence	240.27	314.83	371.80
DIFFICULTY LEVEL 1			
Knowledge	2.5491	3.5564	4.0977
Demonstration	2.5936	3.7572	4.6370
Confidence	2.7675	3.5701	4.1895
DIFFICULTY LEVEL 2			
Knowledge	2.3430	3.2637	3.7212
Demonstration	2.3062	3.3272	4.2542
Confidence	2.5186	3.2739	3.8322
DIFFICULTY LEVEL 3			
Knowledge	2.1228	3.1395	3.6602
Demonstration	2.0299	2.9904	4.0225
Confidence	2.3420	3.1209	3.7262
CONTENT: PLANNING			
Knowledge	1.7893	3.3202	3.9017
Demonstration	1.9466	3.4551	4.7500
Confidence	2.2360	3.2135	4.0346
CONTENT: GOALS & OBJECTIVES			
Knowledge	1.9619	3.1027	3.5096
Demonstration	1.8242	2.9155	4.0531
Confidence	2.2311	2.9262	3.5845
CONTENT: EVALUATION			
Knowledge	2.1330	3.0999	3.7182
Demonstration	2.0737	3.0941	4.1290
Confidence	2.3084	3.0787	3.7948
CONTENT: MATERIALS & EQUIPMENT			
Knowledge	2.4007	3.3600	3.8968
Demonstration	2.4007	3.4391	4.4707
Confidence	2.6679	3.5785	4.1523
CONTENT: ACTIVITIES & CONTENT			
Knowledge	2.2884	3.1942	3.7468
Demonstration	2.1873	2.9334	4.0062
Confidence	2.4735	3.2030	3.8439
CONTENT: METHODS			
Knowledge	2.3034	3.2669	3.7636
Demonstration	2.2197	3.2610	4.2611
Confidence	2.4616	3.2638	3.8720
CONTENT: CLASSROOM MANAGEMENT			
Knowledge	2.6351	3.5361	4.1010
Demonstration	2.6913	3.9083	4.7192
Confidence	2.8603	3.5875	4.1494
CONTENT: STUDENT GUIDANCE & SERVICES			
Knowledge	2.5338	3.3500	3.8665
Demonstration	2.4911	3.2091	4.0573
Confidence	2.7229	3.3686	3.9164

*TOTAL SCORE MEANS are derived from raw scores; the remainder are derived from standardized subscores (5 point scale).
**All increases are statistically significant at .0000 level.

TABLE 5.

PROFILE ANALYSIS - PLANNING: KNOWLEDGE, DEMONSTRATION AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2130,2430,2730>



TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .19028		2,-.5,130.5	.0000
EQUALITY OF VARIABLE MEANS	72.486	36.106	2, 263	.0000
NO TIME DIFFERENCES		302.64	2, 264	.0000

VARIABLES (CONTENT)
- MK PLAN - Planning, Knowledge
- MD PLAN - Planning, Demonstration
- MC PLAN - Planning, Confidence

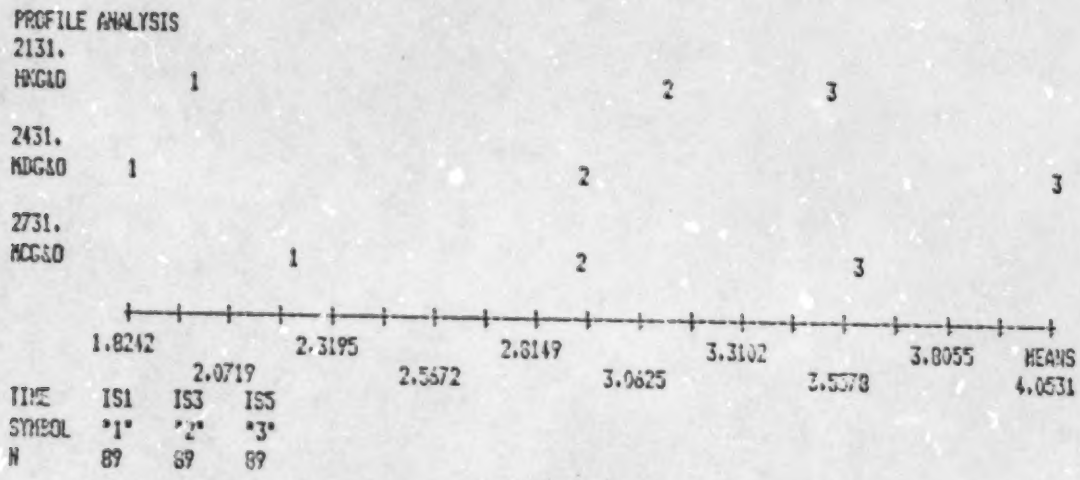
STRATA (TIME)
- "1" IS1 - Pre Methods/Practicum
- "2" IS3 - Post Methods/Practicum
- "3" IS5 - Post Student Teaching

TABLE 6.

PROFILE ANALYSIS - GOALS & OBJECTIVES:
KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE
VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2131,2431,2731>

PROFILE ANALYSIS



TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .21292		2,-.5,130.5	.0000
EQUALITY OF VARIABLE MEANS	5.1946	2.5375	2, 263	.0771
NO TIME DIFFERENCES		174.79	2, 264	.0000

VARIABLES (CONTENT)	MKG&O - Goals & Objectives, Knowledge MDG&O - Goals & Objectives, Demonstration MCG&O - Goals & Objectives, Confidence
STRATA (TIME)	"1" - IS1 - Pre Methods/Practicum "2" - IS3 - Post Methods/Practicum "3" - IS5 - Post Student Teaching

TABLE 7.

PROFILE ANALYSIS - EVALUATION: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2132,2432,2732>

PROFILE ANALYSIS
2132.
MKEVAL 1 2 3

2432.
MDEVAL 1 2 3

2732.
MCEVAL 1 2 3

2.0737 2.5304 2.9872 3.4439 3.9006 MEANS
2.3020 2.7588 3.2155 3.6723 4.1290

TIME	IS1	IS3	IS5
SYMBOL	"1"	"2"	"3"
N	89	89	89

TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .11239		2,-.5,130.5	.0000
EQUALITY OF VARIABLE MEANS	14.344	7.1450	2, 263	.0010
NO TIME DIFFERENCES		178.37	2, 264	.0000

VARIABLES (CONTENT)	MKEVAL - Evaluation, Knowledge MDEVAL - Evaluation, Demonstration MCEVAL - Evaluation, Confidence
STRATA (TIME)	"1" - IS1 - Pre Methods/Practicum "2" - IS3 - Post Methods/Practicum "3" - IS5 - Post Student Teaching

TABLE 8.

PROFILE ANALYSIS - MATERIALS & EQUIPMENT: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2133,2433,2733>

PROFILE ANALYSIS

2133.
MKM&E 1 2 3

2433.
MDM&E 1 2 3

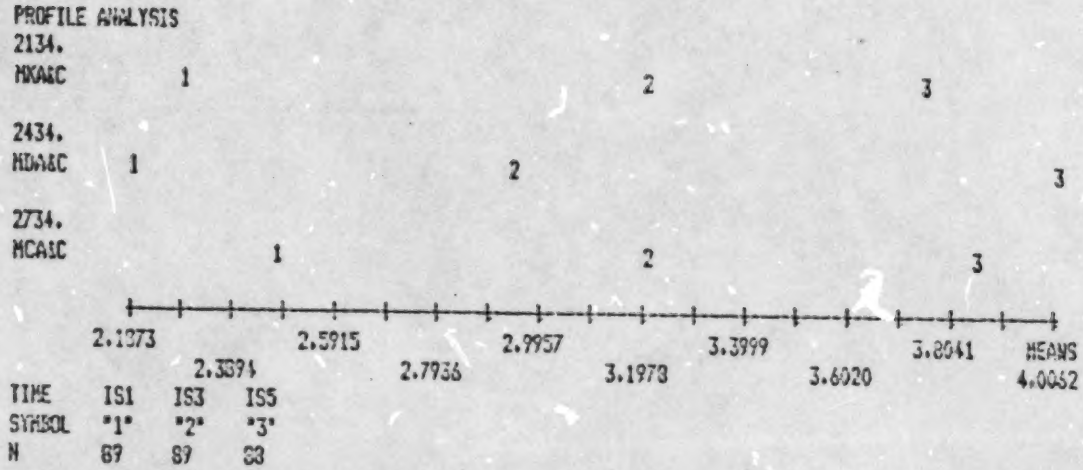
2733.
MCM&E 1 2 3

| | | |

TABLE 9.

PROFILE ANALYSIS - ACTIVITIES & CONTENT: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2134,2434,2734>



TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .99902 -1		2,-.5,150.0	.0000
EQUALITY OF VARIABLE MEANS	11.463	5.7097	2, 262	.0037
NO TIME DIFFERENCES		127.18	2, 263	.0000

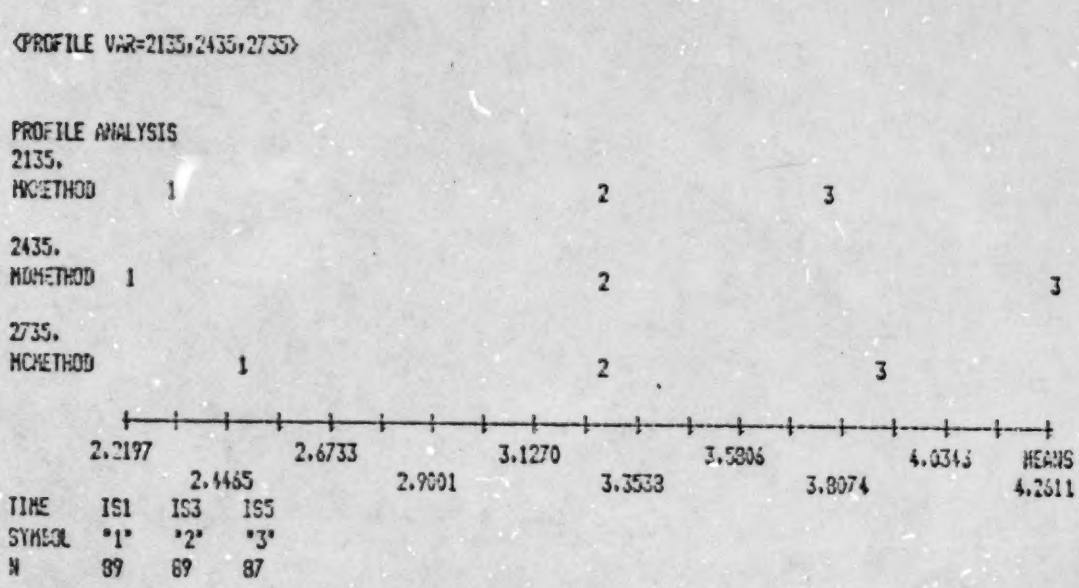
VARIABLES (CONTENT)
- MKA&C - Activities & Content, Knowledge
- MDA&C - Activities & Content, Demonstration
- MCA&C - Activities & Content, Confidence

STRATA (TIME)
- "1" - IS1 - Pre Methods/Practicum
- "2" - IS3 - Post Methods/Practicum
- "3" - IS5 - Post Student Teaching

TABLE 10.

PROFILE ANALYSIS - METHODS: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2135,2435,2735>



TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .15349		2,-.5,129.5	.0000
EQUALITY OF VARIABLE MEANS	21.904	10.910	2, 261	.0000
NO TIME DIFFERENCES		195.23	2, 262	.0000

VARIABLES (CONTENT)
- MKMETHOD - Methods, Knowledge
- MDMETHOD - Methods, Demonstration
- MCMETHOD - Methods, Confidence

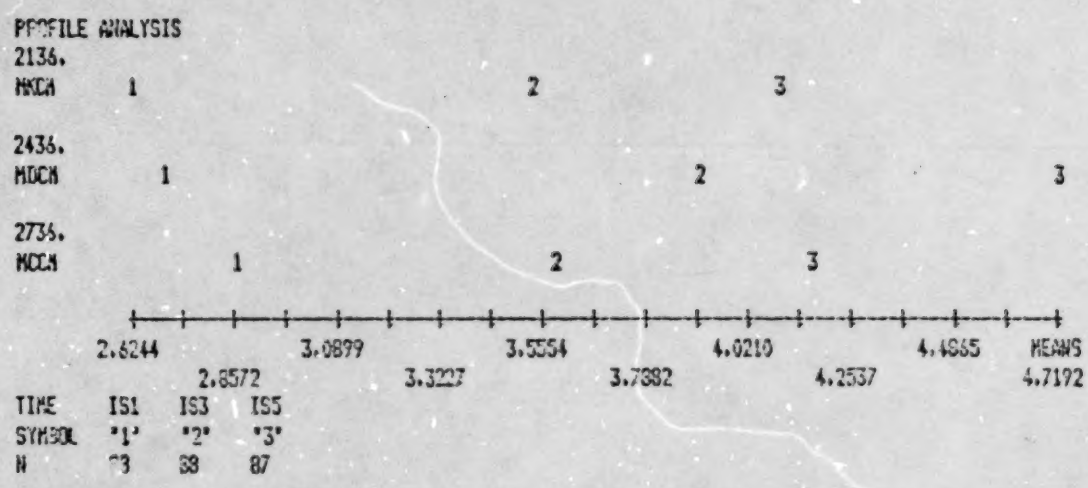
STRATA (TIME)
- "1" - IS1 - Pre Methods/Practicum
- "2" - IS3 - Post Methods/Practicum
- "3" - IS5 - Post Student Teaching

TABLE 11.

PROFILE ANALYSIS - CLASSROOM MANAGEMENT: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2136,2436,2736>

PROFILE ANALYSIS



TIME	IS1	IS3	IS5
SYMBOL	'1'	'2'	'3'
N	93	88	87

TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .11181		2,-.5,123.5	.0000
EQUALITY OF VARIABLE MEANS	73.646	36.631	2, 259	.0000
NO TIME DIFFERENCES		154.44	2, 260	.0000

VARIABLES (CONTENT)
- MKCM - Classroom Management, Knowledge
- MDCM - Classroom Management, Demonstration
- MCCM - Classroom Management, Confidence

STRATA (TIME)
- "1" - IS1 - Pre Methods/Practicum
- "2" - IS3 - Post Methods/Practicum
- "3" - IS5 - Post Student Teaching

TABLE 12.

PROFILE ANALYSIS - STUDENT GUIDANCE & SERVICES: KNOWLEDGE, DEMONSTRATION, AND CONFIDENCE VARIABLES AT THREE POINTS IN TIME

<PROFILE VAR=2137,2437,2737>

PROFILE ANALYSIS
2137.
MKSGS 1 2 3

2437.
MDSGS 1 2 3

2737.
MCSGS 1 2 3

	2.4911		2.8391		3.1872	3.5352	3.8833	MEANS
		2.6651		3.0131		3.3612	3.7092	4.0573
TIME	IS1	IS3	IS5					
SYMBOL	"1"	"2"	"3"					
N	87	89	88					

TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	MAX ROOT= .40709 -1		2,-.5,129.0	.0224
EQUALITY OF VARIABLE MEANS	10.661	5.0115	2, 260	.0073
NO TIME DIFFERENCES		95.115	2, 261	.0000

<STOP>

VARIABLES (CONTENT)
- MKSGS - Student Guidance & Services, Knowledge
- MDSGS - Student Guidance & Services, Demonstration
- MCSGS - Student Guidance & Services, Confidence

STRATA
- "1" - IS1 - Pre Methods/Practicum
- "2" - IS3 - Post Methods/Practicum
- "3" - IS5 - Post Student Teaching

The four exceptions and their significance levels were:

#5. .0767 Establish behavioral objectives

#37. .0433 Graphics: produce overhead transparency...

#52. .1100 Teach music

#53. .0745 Teach physical education

Comparisons for demonstration and confidence dimension scores were extremely similar, statistically significant (.0000 to .01) with just a few exceptions (8/192 in demonstration, 9/192 in confidence).

REFINED MASTERY LEVELS

In 1975, the 96 instructional competencies were grouped into three "difficulty" levels which were established by professional judgment--the consensus of university faculty, classroom teachers and principals working cooperatively in The University of Michigan-Michigan State Department of Education funded CBTE project. Pairwise comparisons of longitudinal data in 1981 revalidated the three levels as originally constituted, revealing statistically significant differences (.0000) in mean scores favoring Level I over Level II, and Level II over Level III. Subsequent item analysis, however, suggested that some slight adjustments in those original "difficulty" levels would more clearly discriminate the extremes of the student instructional-skills-achievement continuum. In addition, it was recognized that "mastery levels" would be a more accurate title, since the rationale for the groupings now recognized student self reports of their own knowledge and confidence regarding these competencies; and also because the degree of mastery of any individual competency could well be attributed to the amount of instruction offered during professional education coursework and to the extent of opportunity to practice it in the field placements, as well as to the inherent difficulty of the competency itself.

The means for each of the 96 individual competencies (knowledge dimension) were rank ordered for each of the three points in time; then these three rank ordered lists were analyzed to determine which competencies ranked consistently highest or consistently lowest at all three points in time. Competencies were then assigned to 1982 Mastery Levels as follows:

1975	1982	
23	26	Mastery Level I
32	42	Mastery Level II
41	26	Mastery Level III
96	94	Total (2 deleted)

Mastery Level I includes those items with consistently highest student self-report means at three points in time. Mastery Level II includes those items with moderate, less stable means. Mastery Level III includes those items with consistently lowest student self-report means at three points in time. Since the number of items within each level was changed somewhat in 1982, some competencies experienced a change of level due to this technical fact, rather than to any substantive cause.

53 competencies remained at 1975 level (55 of original 96)
13 decreased one level, I to II, or II to II
16 increased one level, II to I, or III to II
3 decreased two levels, I to II, (1982 #39, 40, 42)
9 increased two levels, III to I, (1982 #20, 33, 34, 68, 74, 82, 84, 90, 91)

94 (2 deleted in 1981)

Those competencies whose means were lower than might have been expected based upon 1975 judgments, involved planning, field trips, inviting resource persons, and conducting values clarification activities. Admittedly there is

little opportunity to develop these skills given the economic and psychological sensitivity of today's classrooms.

Those competencies whose means were higher than might have been expected based upon 1975 judgments involved relationships with pupils to a great degree: "encourage pupils to communicate orally and in writing...establish an environment conducive to learning...respect legal rights and responsibilities... follow established procedures for health and safety...recognize the influence of home environment...work cooperatively to meet affective, social and emotional needs of individual pupils." Two additional items regarding audio-visual skills probably reflect the effective lab instruction in these skills plus adequate opportunity to practice them in the classroom. (See Appendis Tables 16-17.)

REVISION OF INSTRUMENTS

Data analyses reported in this study and a history of administering the student self report and teacher report instruments suggested some revisions to improve the assessment system. The two substantive changes involved converting the previous "difficulty" levels to the refined "mastery" levels, and reducing the number of responses necessary from the students on the self report form. In addition, a number of technical or editorial changes were designed to facilitate the data collection and feedback processes.

The student self report form changes included:

1. The code designations for the new mastery levels replaced the previous difficulty level codes.
2. The student reponses for knowledge and confidence dimensions were reduced from 96 to 50.
3. The five-point scale for the knowledge and confidence dimension responses was redefined to avoid the use of the ambiguous word, "average", which often elicited the student comments, "Compared to

what?" The key now reads:

5 exceptionally high
4
3 moderate amount
2
1 low

4. The student responses for the demonstration dimension were changed from a five-point scale to a simple "demonstrated" or "not demonstrated". The student continues to respond to all 94 items, marking "X" for "demonstrated" in current field placement classroom, and " √ " for "demonstrated" in some other setting. No response means "not demonstrated". (The previous five-point scale had not been a true quantitative continuum.)
5. The format was changed to vertical from the previous horizontal format which was difficult to read, especially from page to page.

Changes in the teacher report form included:

1. The competency items included on the two teacher forms were revised in recognition of the revised mastery levels and in order to provide additonal feedback to superior students. Pre student teachers previously received feedback only on "difficulty" level one items, but now the teacher form includes the option of reporting superior performance by responding also to any of the level two comptencies which may have been demonstrated. Student teachers previously received feedback only on level one and level two items, but now the teacher has the option of reporting also on any level three competencies which may have been demonstrated. This specific feedback is a more objective and factually based report of unusual progress than previous top-of-the-scale ratings with no evidence.

2. The scale for the post methods-practicum (pre student teaching) report was changed from a three point scale to a five point scale to agree with the post student teaching report, and to more closely approximate the student self report five point scale. The five point scale was then redefined to discourage the teacher tendency to indiscriminately view most students as "superior." They key now reads:

   5 As competent as an excellent experienced inservice teacher
   4 As competent as an excellent student teacher
   3 As competent as is usually expected of a student teacher
   2 As competent as is usually expected of a pre student teacher
   1 No competence demonstrated yet.

3. The additional response choices: "A No opportunity available," "B Not appropriate," and "C Later this term," were deleted and teachers are now encouraged to enter such explanations in the "Comment" sections. Comments are encouraged following each mastery level list of competencies.

4. Competencies which previously had been stated with a stem which had a five point scale response and several parts which hand only to be "checked", were restated as separate competencies, each with a five point scale response.

5. The "directions" sheet was rewritten to encourage realistic ratings, objectivity, and comments. Teachers were reminded that "No competence demonstrated yet" meant exactly that. It did not mean the student was not competent, or that the supervising teacher thought the student was not competent.

6. The 94 competencies are now numbered exactly the same, regardless of on which form they appear, student or teacher. This will greatly facilitate both feedback and research functions of these instruments.

See the Appendix for copies of the student and teacher instructional competency report forms.

SUMMARY AND CONCLUSIONS

Longitudinal data from self reports of 89 preservice teachers clearly attest to the success of the program in terms of student learning. We have improved the assessment of our Elementary Teacher Education program in several basic ways. The competencies themselves have been refined; and the feedback to students, especially concerning superior performance, has been effectively increased. Beyond these substantive changes, a series of technical and editorial revisions to the instruments has greatly facilitated all three functions of instruction, feedback and research. The description of the concept of instructional competency as perceived by the student, and their developmental patterns of attaining instructional competency will appear in a subsequent report.

REFERENCES

Hungerman, A. D. A Competency-based Elementary Teacher Preparation Program Model. ERIC-TE, 1979, ERIC Document Reproduction Services No. ED 164435.

TABLE 13.

PRINCIPAL COMPONENT ANALYSIS: SELECTION CRITERIA FOR 50 INSTRUCTIONAL COMPETENCIES WITH DISCRIMINATION POWER; AUGUST, 1981

Content Subgroup (N)	Item ID	(Revised #)*	Difficulty Level	Criteria: K-PC2	K-HC	C-PC2	C-HC
Planning	3		***	X		X	
2	4		***	X		X	
Goals &	5		**		X	X	X
Objectives	7		***		XX	X	
3	8		***	X		X	
Evaluation	16	14	***	X		X	
10	17	15	***	XX		X	
	18	16	***	X		X	
	19	17	***	X	X	X	X
	20	18	**	X		X	
	25	23	***	X		X	X
	26	24	***	X		X	
	27	25	***	X		X	X
	28	26	***	X		X	
	29	27	***	X		X	
Materials &	31	29	***	XX		X	
Equipment	32	30	**	XX			
4	34	32	**	X			
	36	34	***	X			
Activities &							
Content	39	37	*		X		X
2	40	38	*		XX		
Methods	47	45	**	X			
10	48	46	**	X			
	58	56	**		XX		
	59	57	**		XX		
	60	58	***		XX		
	61	59	**	X			
	65	63	**		XX		X
	67	65	***		XX		X
	69	67	**		XX		X
	73	71	***	X		X	
Classroom	75	73	*	XX	X	XX	
Management	76	74	***	XX	XX	XX	
13	77	75	*	XX	X	X	
	78	76	**	XX		X	
	79	77	**	XX		XX	
	80	78	**		XX		
	81	79	*		XX		
	82	80	***		XX		
	83	81	*	XX		XX	
	84	82	***	XXX		XX	
	85	83	*	XXX		XXX	
	86	84	***	XXX		XXX	
	87	85	*	XX			
Student	88	86	**	XXX		XXX	
Guidance &	89	87	**	XX	X	XX	
Services	90	88	**	XX		X	
6	91	89	*	XX		X	
	92	90	***	XX		X	
	93	91	***	XX		XX	X

KEY:

*Original numbering prior to August 1981 revision (revised numbering in parentheses)
XX-Correlated significantly with Principal Component 2 or included on Highest Correlations list at 2 points in time.
XXX-3 points in time
K-PC2 Knowledge, principal component #2
K-HC Knowledge, highest correlation
C-PC2 Confidence, principal component #2
C-HC Confidence, highest correlations

*easy
**moderate
***difficult
} Original designations prior to 1982 revision

TABLE 14.

PRINCIPAL COMPONENT ANALYSIS: STATISTICALLY SIGNIFICANT CORRELATIONS OF 96 INSTRUCTIONAL COMPETENCIES (KNOWLEDGE DIMENSION) WITH PC1, 2 OR 3, AT THREE POINTS IN TIME

CONTENT	PRE-M-P ID#*	PC1	PC2	PC3	POST-M-P ID#	PC1	PC2	PC3	POST-S-T ID#	PC1	PC2	PC3	TOTAL ENTRIES
Planning	101	All			401	All			701	All			
	102	Signifi-			402	Signifi-		402	702	Signifi-			4
N=4	103	cant			403	cant	-403		703	cant			4
	104	Positive			404	Positive	-404		704	Positive			4
Goals & Objectives	105	All			405	All		405	705	All			4
	106	Signifi-			406	Signifi-	-406		706	Signifi-			4
	107	cant		-107	407	cant			707	cant			4
N=7	108	Positive			408	Positive	-408		708	Positive			4
	109				409		-409		709				4
	110				410		-410		710				4
	111			-111	411				711				4
Evaluation	112	All			412	All		414	712	All			4
	-	Signifi-			-	Signifi-	-415		-	Signifi-			4
N=18	129	cant	116	-116	429	cant			729	cant			5
		Positive	117	-117		Positive	-417			Positive		717	7
			118	-118								718	6
			119	-119									5
			120					420			720		6
				125			-425					725	6
				126			-426						5
				127			-427						5
				128			-428	-428					6
				129			-429						5
Materials & Equipment	130	All	131		430	All		431	730	All	731		6
	-	Signifi-	132	132	-	Signifi-			-	Signifi-	732	732	7
N=9	138	cant	133		438	cant			738	cant			4
		Positive	134			Positive				Positive		734	5
		Except					436						4
		137 Not						437			737		NS on PC1
		Significant										738	4

*Original Numbering prior to August, 1981 revision.

TABLE 14, continued

CONTENT	PRE-M-P ID#	PC1	PC2	PC3	POST-M-P ID#	PC1	PC2	PC3	POST-S-T ID#	PC1	PC2	PC3	TOTAL ENTRIES
Activities & Content N=7	139	All			439	All		-441	739	All			4
	-	Signifi-		142	-	Signifi-		-442	-	Signifi-			5
	145	cant		143	445	cant		-443	745	cant			5
		Positive				Positive		-444		Positive		744	5
								-445					4
Methods N=28	146	All		147	446	All	447		746	All			5
	-	Signifi-	148	148	-	Signifi-			-	Signifi-			5
	173	cant		150	473	cant			773	cant			4
		Positive		151		Positive				Positive			4
		Except				Except							
		152		152		452							NS on PC1
				154								754	5
								456					4
			161										4
				162									4
							-473					773	5
Classroom Management N=14	174	All	-175		474	All	475		774	All			5
	-	Signifi-	-176		-	Signifi-			-	Signifi-	-776		5
	187	cant	-177		487	cant	477		787	cant			5
		Positive	-178			Positive	478			Positive			5
			-179				479					-779	6
							483				-783	-783	6
			-184				484				-784		6
			-185				485				-785		6
			-186				486				-786		6
			-187	-187			487						6
Student Guidance & Services N=9	188	All	-188		488	All	488		788	All	-788		6
	-	Signifi-	-189		-	Signifi-			-	Signifi-	-789		5
	196	cant	-190		496	cant			796	cant	-790		5
		Positive	-191			Positive				Positive	-791		5
			-192				492						5
			-193								-793		5
			-194					-494				794	6
								-496					4

TABLE 15.

PRINCIPAL COMPONENT ANALYSIS: STATISTICALLY SIGNIFICANT CORRELATIONS OF 96 INSTRUCTIONAL COMPETENCIES (CONFIDENCE DIMENSION) WITH PC1, 2 OR 3, AT THREE POINTS IN TIME

CONTENT	PRE-M-P ID#*	PC1	PC2	PC3	POST-M-P ID#	PC1	PC2	PC3	POST-S-T ID#	PC1	PC2	PC3	TOTAL ENTRIES
Planning N=4	301 - 304	All Significant Positive			601 - 604	All Significant Positive	-603 -604	-601 -602	901 - 904	All Significant Positive		901 902 904	5 5 4 5
Goals & Objectives N=7	305 - 311	All Significant Positive		307	605 - 611	All Significant Positive	-605 -607 -608 -609 -610	-605	905 - 911	All Significant Positive			5 5 4 4 4
Evaluation N=18	312 - 329	All Significant Positive	316 317 318 320 323 325 326 327 328 329		612 - 629	All Significant Positive	-615 -617 -618 -626 -627 -628	628	912 - 929	All Significant Positive	917 918 919		4 4 6 6 4 4 4 4 5 5 6 4
Materials & Equipment N=9	330 - 338	All Significant Positive Except 336	331		630 - 638	All Significant Positive		-630 -631 -636 -637 -638	930 - 938	All Significant Positive		930 932 933 934	5 5 4 4 4 NS on PC1 4 4

*Original Numbering prior to August, 1981 revision.

TABLE 15, continued

CONTENT	PRE-M-P ID#	PC1	PC2	PC3	POST-M-P ID#	PC1	PC2	PC3	POST-S-T ID#	PC1	PC2	PC3	TOTAL ENTRIES
Activities & Content N=7	339 - 345	All Significant Positive		-342	639 - 645	All Significant Positive		-640	939 - 945	All Significant Positive			4 4
Methods N=28	346 - 373	All Significant Positive		-347 -348 -350 -359 -360 -361 -365 -366 -368	646 - 673	All Significant Positive	-673	-646 -647 -648 -655	946 - 973	All Significant Positive		-973	4 5 5 4 4 4 4 4 4 4 4 5
Classroom Management N=14	374 - 387	All Significant Positive	-374 -375 -376 -377 -378 -379 -384 -385 -386		674 - 687	All Significant Positive	 679 683 685 686	 678 -683	974 - 987	All Significant Positive	-975 -976 -983 -984 -985 -986	 980 -986	4 5 5 4 5 5 4 6 5 6 7
Student Guidance & Services N=9	388 - 396	All Significant Positive	-388 -389 -390 -391 -392 -393 -394 -395	389 390 391	688 - 696	All Significant Positive	688 693	688 689 690 691 693	988 - 996	All Significant Positive	-988 -989		7 7 6 6 4 6 4 4

TABLE 16.

DESCRIPTIVE STATISTICS: COMPARATIVE RANK ORDER LISTINGS OF 96 INSTRUCTIONAL COMPETENCIES (KNOWLEDGE DIMENSION) AT THREE POINTS IN TIME

Pre Methods/ Practicum (V100)	Post Methods/ Practicum (V400)	Post Student Teaching (V700)	Master Level
36	38	38	1
92	36	36	1
75	75	75	1
38	79	79	1
79	92	83	1
88	05	78	1
85	88	22	1
77	83	92	1
83	58	85	1
21	74	77	1
22	77	58	1
58	62	76	1
89	22	84	1
91	21	88	1
93	35	70	1
14	37	74	1
34	76	01	1
78	78	56	1
62	85	87	1
76	57	21	1
90	56	86	1
74	01	20	2
84	89	30	2
87	47	35	1
13	87	89	1
40	34	93	1
86	70	71	2
53	84	91	1
56	91	14	2
57	30	47	2
05	46	57	2
48	61	62	1
30	86	90	2
70	90	32	2
45	68	69	2
68	69	62	2
46	93	40	2
69	02	46	2
12	14	13	2
66	40	39	2

TABLE 16, continued

Pre Methods/ Practicum (V100)	Post Methods/ Practicum (V400)	Post Student Teaching (V700)	Master Level
43	11	50	2
59	20	12	2
81	39	34	2
82	48	63	2
20	06	80	2
39	59	03	2
41	66	33	2
51	13	11	2
50	65	43	2
47	71	48	2
71	81	19	2
63	43	59	2
80	80	68	2
65	63	72	2
35	82	82	2
52	12	66	2
72	19	05	2
11	60	49	2
49	67	45	2
60	03	24	2
95	55	61	2
67	31	55	2
15	50	81	2
06	45	37	2
07	72	06	2
94	24	65	2
55	07	23	3
32	49	67	2
42	64	15	3
61	44	31	3
19	04	64	3
64	15	04	3
01	32	07	3
24	95	95	3
31	42	44	3
33	53	60	2
54	41	42	3
23	33	25	3
37	23	27	3
16	51	16	3

TABLE 16, continued

Pre Methods/ Practicum (V100)	Post Methods/ Practicum (V400)	Post Student Teaching (V700)	Master Level
25	16	29	3
44	25	94	3
28	94	26	3
08	27	41	3
26	17	17	3
29	52	51	3
18	18	18	3
27	26	28	3
02	96	96	3
96	29	53	3
03	54	10	-
17	09	54	3
04	08	08	3
73	10	09	-
09	28	52	3
10	73	73	3

TABLE 17.

DESCRIPTIVE STATISTICS: COMPARATIVE RANK ORDER LISTINGS OF 96 INSTRUCTIONAL COMPETENCIES (CONFIDENCE DIMENSION) AT THREE POINTS IN TIME

Pre Methods/ Practicum (V300)	Post Methods/ Practicum (V600)	Post Student Teaching (V900)	Master Level (K-Based)
36	38	38	1
75	36	36	1
79	75	83	1
38	79	75	1
92	92	79	1
85	83	22	1
88	58	92	1
83	22	84	1
77	85	85	1
58	77	58	1
22	88	01	1
86	35	56	1
62	37	30	2
84	74	32	2
34	62	78	1
91	86	74	1
89	78	87	1
14	84	35	1
21	70	77	1
93	76	88	1
74	30	21	1
90	56	46	2
53	34	47	2
78	05	70	1
87	21	86	1
76	01	02	2
56	89	20	2
70	57	62	1
57	87	57	2
13	91	91	1
20	47	76	1
45	68	40	2
68	40	89	1
40	46	39	2
05	93	34	2

TABLE 17, continued

Pre Methods/ Practicum (V300)	Post Methods/ Practicum (V600)	Post Student Teaching (V900)	Master Level (K-Based)
30	14	14	2
41	90	50	2
46	69	93	1
35	48	13	2
66	61	71	2
48	02	90	2
50	13	49	2
01	20	03	2
47	12	69	2
59	43	48	2
82	66	68	2
43	50	33	2
95	39	19	2
12	71	05	2
69	82	12	2
42	65	63	2
65	19	66	2
80	11	59	2
11	59	11	2
81	55	61	2
06	63	65	2
51	32	43	2
71	80	82	2
32	67	55	2
39	53	45	2
94	51	24	2
07	45	72	2
[illegible]	31	06	2
37	33	37	2
60	06	80	2
15	42	67	2
67	60	31	3
61	81	15	3
63	49	04	3
52	72	23	3
72	15	07	3
49	24	27	3
33	44	64	3
55	03	42	3
02	41	81	2

TABLE 17, continued

Pre Methods/ Practicum (V300)	Post Methods/ Practicum (V600)	Post Student Teaching (V900)	Master Level (K- Based)
54	95	29	3
24	94	25	3
64	07	44	3
03	64	95	3
28	04	16	3
23	25	41	3
31	23	60	2
44	52	51	3
08	16	26	3
29	54	94	3
25	27	82	2
96	29	17	3
04	96	53	3
16	17	54	3
26	26	18	3
27	18	96	3
18	28	08	3
17	09	10	-
10	08	52	3
09	10	09	-
73	73	73	3

The University of Michigan School of Education
Elementary Education - Instructional Competency
Mastery Levels

Mastery Level I (N=26)*
Rank Ordered by Final Student Self Report Means

Competency ** ID #	R. O. #	Mean	Competency Statement
38	1	4.4045	Utilize reproduction processes: duplicating, copying,...
36	2	4.3034	Audio: operate tape recorder, record player,...
75	3	4.2955	Develop and maintain an effective rapport with pupils
79	4	4.2841	Maintain creative, clean, comfortable, attractive surroundings
83	5	4.2386	Follow classroom and/or school rules and standards
78	6	4.1932	Maintain expectations such that most children are able to meet them
22	7	4.1910	Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange)
92	8	4.1818	Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils
85	9	4.1705	Take precautions necessary to safeguard the health, safety, and legal rights of pupils
77	10	4.1591	Stimulate interest and enthusiasm
58	11	4.1364	Teach, using small group instruction and/or activities
76	12.5	4.1250	Establish an environment conducive to learning
84	12.5	4.1250	Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts

*Those competency items on the self-assessment scale having the highest means consistently at the three points in time when students self-report.

**Original numbering prior to August, 1981 revision.

Competency ID#	R. O. #	Mean	Competency Statement
88	14	4.1136	Guide pupils in developing positive self-image
70	15.5	4.1023	Encourage pupils to communicate orally and in writing
74	15.5	4.1023	Maintain a classroom atmosphere in which pupils feel comfortable
01	17	4.1011	Plan lessons
56	18.5	4.0909	Teach, using discussion
87	18.5	4.0909	Reinforce goal-related behavior
21	20	4.0899	Observe and interpret pupil behavior
86	21	4.0341	Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils
35	23	4.0337	Visual: operate film projector, filmstrip projector,...
89	25	4.0227	Guide pupils in developing relationships with peers
93	26	4.0116	Work cooperatively to meet affective, social-emotional needs of individual pupils
91	27.5	4.0114	Work to fulfill the affective, social-emotional needs of individual pupils
62	32.5	3.9886	Teach, using individualized instruction

-3-

Instructional Competency: Mastery Level II*
Rank Ordered by Final Student Self-Report Means
N=42

Competency** ID #	R. O. #	Mean	Competency Statement
20	23	4.0337	Write and give test/quiz/survey
30	23	4.0337	Select/adapt/utilize textbooks, workbooks, worksheets,...
71	27.5	4.0114	Change strategies spontaneously when necessary/desirable
14	30	4.0000	Identify each pupil's interests
47	30	4.0000	Teach language arts
57	30	4.0000	Teach, using drill and practice
90	32.5	3.9886	Guide pupils in developing relationships with adults
32	34	3.9775	Evaluate/select/modify films, filmstrips, film loops,...
69	35	3.9773	Motivate pupils in daily lessons, units, activities
02	36	3.9663	Plan units
40	37	3.9659	Select and conduct activities appropriately (related to pupil developmental levels, concepts/ skills/ attitudes to be learned)
46	38	3.9540	Teach reading
13	39	3.9326	Identify each pupil's strengths/ abilities
39	40	3.9205	Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
50	41	3.8977	Teach social studies
12	42	3.8864	Identify each pupil's instructional needs

*Those competency items on the self-assessment scale having moderate, less stable means at the three points in time when students self-report.
**Original numbering, prior to August, 1981 revision.

Competency ID #	R. O. #	Mean	Competency Statement
34	43	3.8764	Select/adapt/utilize manipulative materials (aids) games, puzzles,...
63	44.5	3.8750	Use questioning techniques effectively
80	44.5	3.8750	Make transitions smoothly (between activities, lessons, physical movements, periods of time)
03	46.5	3.8652	Plan sequential development of content
33	46.5	3.8652	Evaluate/select/modify tapes, recordings,...
11	49	3.8636	Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/ skills/attitudes to be learned)
43	49	3.8636	Provide multicultural experiences
48	49	3.8636	Teach mathematics
19	51	3.8621	Utilize informal assessment techniques
59	53	3.8523	Teach, using discovery/inquiry
68	53	3.8523	Motivate pupils to think creatively
72	53	3.8523	Group pupils as pupil performance dictates: individual, small or large groups
82	55	3.8506	Determine and evaluate routines, rules, policies, standards, cooperatively with students
66	56	3.8409	Motivate pupils to think independently
05	57	3.8315	Establish behavioral objectives
49	58	3.8295	Teach science
45	59	3.8256	Conduct class meetings
24	60	3.8090	Utilize teacher self-evaluation techniques

Competency ID #	R. O. #	Mean	Competency Statement
61	61	3.8068	Teach, using classroom learning centers
55	62	3.8023	Select and utilize methods/ strategies (related to pupil developmental levels, concepts/ skills/attitudes to be learned)
81	63	3.7955	Effectively anticipate and respond to classroom management problems
37	64	3.7865	Graphics: produce overhead transparency, drymount,...
06	65	3.7500	Set/select content goals
65	66	3.7386	Provide pupils with experiences which develop thinking skills
67	68	3.6932	Motivate pupils to think analytically
60	76	3.6136	Teach, using role playing

- 6 -

Instructional Competency: Mastery Level III*
Rank Ordered by Final Student Self-Report Means
N=26

Competency** ID #	R. O. #	Mean	Competency Statement
23	67	3.7159	Utilize pupil self-evaluation techniques
15	69.5	3.6854	Identify each pupil's experiential background
31	69.5	3.6854	Evaluate/select/modify commercial individualized programs
64	71	3.6782	Maintain balance of cognitive, affective, and motor skill learnings
04	72	3.6742	Plan integration/correlation of concepts
07	73	3.6629	Incorporate long range goals
95	74	3.6322	Confer with parent, principal
44	75	3.6207	Conduct values clarification activities
42	77	3.6023	Invite resource people to classroom
25	78	3.5618	Utilize pupil/teacher evaluation of instructional process
27	79	3.5568	Record diagnosis/assessment information
16	80	3.5116	Select and utilize assessment instruments appropriately
29	81	3.5056	Improve instruction through use of diagnosis/assessment information.
94	82	3.5000	Consult counselor, social worker
26	83	3.4719	Interpret diagnosis/assessment information
41	84	3.4368	Plan, conduct field trip(s)

*Those competency items on the self-assessment scale having the lowest means consistently at the three points in time when students self-report.
**Original numbering prior to August, 1981 revision.

Competency ID#	R. O. #	Mean	Competency Statement
17	85.5	3.3977	Select and utilize criterion referenced measures
51	85.5	3.3977	Teach art
18	87	3.3523	Select and utilize norm referenced standardized measures
28	88	3.3483	Communicate diagnosis/assessment information to pupils, parents, educators
96	89	3.3333	Refer pupils for diagnostic tests and services
53	90	3.2386	Teach physical education
10 (deleted 8/81)	91	3.1818	Incorporate Michigan Minimal Performance Objectives
54	92	3.1705	Teach health
08	93	3.1591	Incorporate local community goals
09 (deleted 8/81)	94	3.0920	Incorporate "Common Goals of Michigan"
52	95	3.0227	Teach music
73	96	3.0120	Demonstrate knowledge of organization plans at building, state, and national level

Instruction Sheet (Tear-off)

UNIVERSITY OF MICHIGAN
INSTRUCTIONAL COMPETENCY
SELF REPORT

This outline is intended to help you analyze and improve your instructional competency. You can rate yourself as soon as you enter your School of Education teacher education program, and at several significant points throughout. You are encouraged to discuss the contents with instructors and advisors as you progress.

The questionnaire has been designed to measure your perception of your knowledge, experience, and confidence. It lists competencies considered important to successful elementary school teaching.

Data from earlier student self-reports (1977-80) have proved the validity of these instructional competencies and suggested a slightly revised arrangement of items which we now call "Mastery Levels." Level I includes those items on which students rated themselves with consistently high means; teacher evaluation is required for both pre- and student teaching. Level II includes items with moderate, less stable means; teacher evaluation is required for student teaching, optional for pre-student teaching. Level III includes items on which students rated themselves consistently lowest; teacher evaluation is optional for student teaching, items are not listed for pre-student teaching.

In previous years students responded to 96 items with knowledge, demonstration and confidence ratings. Research has enabled us to reduce your knowledge and confidence responses to only 50 items, but it is still important for you to mark all 94 items as to whether you have demonstrated them yet or not.

We hope you will enjoy the satisfaction of growing in knowledge and confidence as have the students in the past.

The competencies are arranged in eight groups. Please mark each item which you have already demonstrated competently. Then rate your knowledge and confidence for all items with a K and C box. Finally, rate your overall knowledge and confidence for that group.

KEY:

D - Demonstrated competently. Can be indicated by

[X] for demonstrated in your field placement classroom

[✓] for demonstrated in another setting (camp, tutoring, etc....) but not yet in your field placement classroom

[ ] for not demonstrated yet

K - Knowledge. Can be described by a 5 point scale:

5 exceptionally high

4

3 moderate amount

2

1 low

C - Confidence. Can be described by same 5 point scale.

Revised August, 1981 (Items #9 and #10 deleted from original total of 96. Remaining items numbered consecutively 1-94)

Revised January, 1982 (Mastery levels changed slightly.)

UNIVERSITY OF MICHIGAN
INSTRUCTIONAL COMPETENCY
SELF-PERCEPTION

Name _____ Student Status [ ] Junior [ ] Senior [ ] Post-degree

I.D. # _____ Enrolled in: [ ] D309 for ____ credits

(check one) [ ] D305 for ____ credits

Date _____ Group: [ ] Elementary [ ] Early Childhood [ ] Special Education

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

SAMPLE: A beginner might mark the first group as follows:

PLANNING

D (X)	K (1-5)	C (1-5)		
[ ]			1.	Plan lessons.
[ ]			2.	Plan units.
[ ]	[1]	[2]	3.	Plan sequential development of concepts.
[ ]	[1]	[1]	4.	Plan integration/correlation of concepts.

PLANNING: My overall knowledge is: [1]
My overall confidence is: [1]

PLANNING

D (X)	K (1-5)	C (1-5)		
[ ]			1.	Plan lessons (I)*
[ ]			2.	Plan units (II)
[ ]	[ ]	[ ]	3.	Plan sequential development of content (II)
[ ]	[ ]	[ ]	4.	Plan integration/correlation of concepts (III)

PLANNING: My overall knowledge is: [ ]
My overall confidence is: [ ]

*Mastery levels are indicated in parentheses, January, 1982 Revision.
Level I: consistently high student self-report means; teacher evaluation required for both pre- and student teaching.
Level II: moderate, less stable means; teacher evaluation required for student teaching, optional for pre-student teaching.
Level III: consistently lowest means; teacher evaluation optional for student teaching, not included on pre-student teaching form.

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

GOALS AND OBJECTIVES

D (X)	K (1-5)	C (1-5)		
[ ]	[ ]	[ ]	5.	Establish behavioral objectives (II)
[ ]			6.	Set/select content goals (II)
[ ]	[ ]	[ ]	7.	Incorporate long range goals (III)
[ ]	[ ]	[ ]	8.	Incorporate local community goals (III)
[ ]			9.	Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (II)

GOALS AND OBJECTIVES: My overal knowledge is: [ ]
My overall confidence is: [ ]

EVALUATION

[ ]			10.	Identify pupils' instructional needs (II)
[ ]			11.	Identify pupils' strengths/abilities (II)
[ ]			12.	Identify pupils' interests (II)
[ ]			13.	Identify pupils' experiential background (III)
[ ]	[ ]	[ ]	14.	Select and utilize assessment instruments appropriately (III)
[ ]	[ ]	[ ]	15.	Select and utilize criterion referenced measures (III)
[ ]	[ ]	[ ]	16.	Select and utilize norm referenced standardized measures (III)
[ ]	[ ]	[ ]	17.	Utilize informal assessment techniques (II)
[ ]	[ ]	[ ]	18.	Write and give test/quiz/survey (II)
[ ]			19.	Observe and interpret pupil behavior (I)
[ ]			20.	Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange) (I)
[ ]			21.	Utilize pupil self-evaluation techniques (III)
[ ]			22.	Utilize teacher self-evaluation techniques (II)
[ ]	[ ]	[ ]	23.	Utilize pupil/teacher evaluation of instructional process (III)
[ ]	[ ]	[ ]	24.	Interpret diagnosis/assessment information (III)
[ ]	[ ]	[ ]	25.	Record diagnosis/assessment information (III)
[ ]	[ ]	[ ]	26.	Communicate diagnosis/assessment information to pupils, parents, educators (III)
[ ]	[ ]	[ ]	27.	Improve instruction through use of diagnosis/assessment information (III)

EVALUATION: My overall knowledge is: [ ]
My overall confidence is: [ ]

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

METHODS AND EQUIPMENT

Materials:

D (X)	K (1-5)	C (1-5)		
[ ]			28.	Select/adapt/utilize textbooks, workbooks, worksheets, ... (II)
[ ]	[ ]	[ ]	29.	Evaluate/select/modify commercial individualized programs (III)
[ ]	[ ]	[ ]	30.	Evaluate/select/modify films, filmstrips, film loops, ... (II)
[ ]			31.	Evaluate/select/modify tapes, recordings, ... (II)
[ ]	[ ]	[ ]	32.	Select/adapt/utilize manipulative materials (aids) games, puzzles, ... (II)

Equipment:

[ ]			33.	Visual: operate film projector, filmstrip projector, ... (I)
[ ]	[ ]	[ ]	34.	Audio: operate tape recorder, record player, ... (I)
[ ]			35.	Graphics: produce overhead transparency, drymount, ... (II)
[ ]			36.	Utilize reproduction processes: duplicating, copying, ... (I)

METHODS AND EQUIPMENT: My overall knowledge is: [ ]
My overall confidence is: [ ]

ACTIVITIES AND CONTENT

[ ]	[ ]	[ ]	37.	Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (II)
[ ]	[ ]	[ ]	38.	Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (II)
[ ]			39.	Plan, conduct field trip(s) (III)
[ ]			40.	Invite resource people to classroom (III)
[ ]			41.	Provide multicultural experiences (II)
[ ]			42.	Conduct values clarification activities (III)
[ ]			43.	Conduct class meetings (II)

ACTIVITIES AND CONTENT: My overall knowledge is: [ ]
My overall confidence is: [ ]

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

METHODS AND STRATEGIES

D (X)	K (1-5)	C (1-5)		
[ ]			44.	Teach reading (II)
[ ]	[ ]	[ ]	45.	Teach language arts (II)
[ ]	[ ]	[ ]	46.	Teach mathematics (II)
[ ]			47.	Teach science (II)
[ ]			48.	Teach social studies (II)
[ ]			49.	Teach art (III)
[ ]			50.	Teach music (III)
[ ]			51.	Teach physical education (III)
[ ]			52.	Teach health (III)
[ ]			53.	Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned) (II)
[ ]			54.	Teach, using discussion (I)
[ ]			55.	Teach, using drill and practice (II)
[ ]	[ ]	[ ]	56.	Teach, using small group instruction and/or activities (I)
[ ]	[ ]	[ ]	57.	Teach, using discovery/inquiry (II)
[ ]	[ ]	[ ]	58.	Teach, using role playing (II)
[ ]	[ ]	[ ]	59.	Teach, using classroom learning centers (II)
[ ]			60.	Teach, using individualized instruction (I)
[ ]			61.	Use questioning techniques effectively (II)
[ ]			62.	Maintain balance of cognitive, affective, and motor skill learnings (III)
[ ]	[ ]	[ ]	63.	Provide pupils with experiences which develop thinking skills (II)
[ ]			64.	Motivate pupils to think independently (II)
[ ]	[ ]	[ ]	65.	Motivate pupils to think analytically (II)
[ ]			66.	Motivate pupils to think creatively (II)
[ ]	[ ]	[ ]	67.	Motivate pupils in daily lessons, units, activities (II)
[ ]			68.	Encourage pupils to communicate orally and in writing (I)
[ ]			69.	Change strategies spontaneously when necessary/ desirable (II)
[ ]			70.	Group pupils as pupil performance dictates: individual, small or large groups (II)
[ ]	[ ]	[ ]	71.	Demonstrate knowledge of organization plans at building, state, and national level (III)

METHODS AND STRATEGIES: My overall knowledge is: [ ]
My overall confidence is: [ ]

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

D (X)	K (1-5)	C (1-5)		
[ ]			72.	Maintain a classroom atmosphere in which pupils feel comfortable (I)
[ ]	[ ]	[ ]	73.	Develop and maintain an effective rapport with pupils (I)
[ ]	[ ]	[ ]	74.	Establish an environment conducive to learning (I)
[ ]	[ ]	[ ]	75.	Stimulate interest and enthusiasm (I)
[ ]	[ ]	[ ]	76.	Maintain expectations such that most children are able to meet them (I)
[ ]	[ ]	[ ]	77.	Maintain creative, clean, comfortable, attractive surroundings (I)
[ ]	[ ]	[ ]	78.	Make transitions smoothly (between activities, lessons, physical movements, periods of time) (II)
[ ]	[ ]	[ ]	79.	Effectively anticipate and respond to classroom management problems (II)
[ ]	[ ]	[ ]	80.	Determine and evaluate routines, rules, policies, standards, cooperatively with students (II)
[ ]	[ ]	[ ]	81.	Follow classroom and/or school rules and standards (I)
[ ]	[ ]	[ ]	82.	Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts (I)
[ ]	[ ]	[ ]	83.	Take precautions necessary to safeguard the health, safety, and legal rights of pupils (I)
[ ]	[ ]	[ ]	84.	Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils (I)
[ ]	[ ]	[ ]	85.	Reinforce goal-related behavior (I)

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT:

My overall knowledge is: [ ]
My overall confidence is: [ ]

D = Demonstrated competently

K = Knowledge
C = Confidence

5 exceptionally high
4
3 moderate amount
2
1 low

[X] in field placement classroom
[✓] in other setting, but not in field placement classroom
[ ] not demonstrated yet
(mark only if "demonstrated")

(mark ALL K, C boxes whether "demonstrated" or not)

STUDENT GUIDANCE/SERVICES

D (X)	K (1-5)	C (1-5)		
[ ]	[ ]	[ ]	86.	Guide pupils in developing positive self-image (I)
[ ]	[ ]	[ ]	87.	Guide pupils in developing relationships with peers (I)
[ ]	[ ]	[ ]	88.	Guide pupils in developing relationships with adults (II)
[ ]	[ ]	[ ]	89.	Work to fulfill the affective, social-emotional needs of individual pupils (I)
[ ]	[ ]	[ ]	90.	Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils (I)
[ ]	[ ]	[ ]	91.	Work cooperatively to meet affective, social-emotional needs of individual pupils (I)
[ ]			92.	Consult counselor, social worker (III)
[ ]			93.	Confer with parent, principal (III)
[ ]			94.	Refer pupils for diagnostic tests and services (III)

STUDENT GUIDANCE/SERVICES: My overall knowledge is: [ ]
My overall confidence is: [ ]

UM INSTRUCTIONAL COMPETENCY
Supervising Teacher Report*

Elementary Pre-Student Teaching
Elementary Student Teaching
(green)

"Instruction Sheet"
(Tear off - Do not return)

The following competencies are among those we have found to be associated with successful elementary teaching. Recent research data and teacher comments from previous years have revalidated these competencies and suggested some slight revisions in when they should be evaluated by supervising teachers. We now have three mastery levels based upon the students' self-reports of their own knowledge and confidence regarding these competencies.

We want you to be realistic in rating them; students need discriminating feedback on which competencies they have demonstrated very competently and which ones they have yet to master. (All 5's may make them feel good, but it doesn't help them to grow!) At the same time, we know individual students differ, so we offer an optional section of advanced competencies which you can mark if your student is indeed superior. The pattern for your responses is as follows:

Pre-Student Teaching: Level I - evaluation required
Level II-evaluation optional, at supervising teacher's discretion

Student Teaching: Level I and Level II-evaluation required
Level III-evaluation optional, at supervising teacher's discretion

COMPETENCY LEVEL KEY:

(5) As competent as an excellent experienced in-service teacher

(4) As competent as an excellent student teacher

(3) As competent as is usually expected of a student teacher

(2) As competent as is usually expected of a pre-student teacher

(1) No competence demonstrated yet

Your feedback is extremely important to students and we do appreciate the time it takes to provide this valuable service.

*January, 1982 Revision

Elementary Pre-Student Teaching (green)
Elementary Student Teaching (pink)

University of Michigan
Instructional Competency
Supervising Teacher Report

Student _____ Date _____

Supervising
Teacher _____ School, Grade _____
(signature)

MASTERY LEVEL I (Teacher evaluation required for both pre- and student teaching.)
N=26

Competency Level (1-5)		
[ ]	1.	Plan lessons.
[ ]	19.	Observe and interpret pupil behavior.
[ ]	20.	Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange)
[ ]	33.	Visual: operate film projector, filmstrip projector, ...
[ ]	34.	Audio: operate tape recorder, record player, ...
[ ]	36.	Utilize reproduction processes: duplicating, copying, ...
[ ]	54.	Teach, using discussion.
[ ]	56.	Teach, using small group instruction and/or activities.
[ ]	60.	Teach, using individualized instruction.
[ ]	68.	Encourage pupils to communicate orally and in writing.
[ ]	72.	Maintain a classroom atmosphere in which pupils feel comfortable.
[ ]	73.	Develop and maintain an effective rapport with pupils.
[ ]	74.	Establish an environment conducive to learning.
[ ]	75.	Stimulate interest and enthusiasm.
[ ]	76.	Maintain expectations such that most children are able to meet them.
[ ]	77.	Maintain creative, clean, comfortable, attractive surroundings.
[ ]	81.	Follow classroom and/or school rules and standards.
[ ]	82.	Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts.
[ ]	83.	Take precautions necessary to safeguard the health, safety, and legal rights of pupils.
[ ]	84.	Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils.
[ ]	85.	Reinforce goal-related behavior.
[ ]	86.	Guide pupils in developing positive self-image.
[ ]	87.	Guide pupils in developing relationships with peers.
[ ]	89.	Work to fulfill the affective, social-emotional needs of individual pupils
[ ]	90.	Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils.
[ ]	91.	Work cooperatively to meet affective, social-emotional needs of individual pupils.

COMMENTS: (use other side)

MASTERY LEVEL II (Teacher evaluation required for student teaching, optional, at supervising teacher's discretion for pre-student teaching.)
N=42

Competency Level (1-5)		
[ ]	2.	Plan units.
[ ]	3.	Plan sequential development of content.
[ ]	5.	Establish behavioral objectives.
[ ]	6.	Set/select content goals.
[ ]	9.	Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	10.	Identify pupils' instructional needs.
[ ]	11.	Identify pupils' strengths/abilities.
[ ]	12.	Identify pupils' interests.
[ ]	17.	Utilize informal assessment techniques.
[ ]	18.	Write and give test/quiz/survey.
[ ]	22.	Utilize teacher self-evaluation techniques.
[ ]	28.	Select/adapt/utilize textbooks, workbooks, worksheets, ...
[ ]	30.	Evaluate/select/modify films, filmstrips, film loops, ...
[ ]	31.	Evaluate/select/modify tapes, recordings, ...
[ ]	32.	Select/adapt/utilize manipulative materials (aids) games, puzzles, ...
[ ]	35.	Graphics: produce overhead transparency, drymount, ...
[ ]	37.	Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	38.	Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	41.	Provide multicultural experiences.
[ ]	43.	Conduct class meetings.
[ ]	44.	Teach reading.
[ ]	45.	Teach language arts.
[ ]	46.	Teach mathematics.
[ ]	47.	Teach science.
[ ]	48.	Teach social studies.
[ ]	53.	Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	55.	Teach, using drill and practice.
[ ]	57.	Teach, using discovery/inquiry.
[ ]	58.	Teach, using role playing.
[ ]	59.	Teach, using classroom learning centers.
[ ]	61.	Use questioning techniques effectively.
[ ]	63.	Provide pupils with experiences which develop thinking skills.
[ ]	64.	Motivate pupils to think independently.
[ ]	65.	Motivate pupils to think analytically.
[ ]	66.	Motivate pupils to think creatively.
[ ]	67.	Motivate pupils in daily lessons, units, activities.
[ ]	69.	Change strategies spontaneously when necessary/desirable.
[ ]	70.	Group pupils as pupil performance dictates: individual, small or large groups.
[ ]	78.	Make transitions smoothly (between activities, lessons, physical movements, periods of time).
[ ]	79.	Effectively anticipate and respond to classroom management problems.
[ ]	80.	Determine and evaluate routines, rules, policies, standards, cooperatively with students.
[ ]	88.	Guide pupils in developing relationships with adults.

COMMENTS: (use other side)

UM INSTRUCTIONAL COMPETENCY
Supervising Teacher Report*

Elementary Pre-Student Teaching
Elementary Student Teaching
(pink)

"Instruction Sheet"
(Tear off - Do not return)

The following competencies are among those we have found to be associated with successful elementary teaching. Recent research data and teacher comments from previous years have revalidated these competencies and suggested some slight revisions in when they should be evaluated by supervising teachers. We now have three mastery levels based upon the students' self-reports of their own knowledge and confidence regarding these competencies.

We want you to be realistic in rating them; students need discriminating feedback on which competencies they have demonstrated very competently and which ones they have yet to master. (All 5's may make them feel good, but it doesn't help them to grow!) At the same time, we know individual students differ, so we offer an optional section of advanced competencies which you can mark if your student is indeed superior. The pattern for your responses is as follows:

Pre-Student Teaching: Level I - evaluation required
Level II-evaluation optional, at supervising teacher's discretion

Student Teaching: Level I and Level II-evaluation required
Level III-evaluation optional, at supervising teacher's discretion

COMPETENCY LEVEL KEY:

(5) As competent as an excellent experienced in-service teacher

(4) As competent as an excellent student teacher

(3) As competent as is usually expected of a student teacher

(2) As competent as is usually expected of a pre-student teacher

(1) No competence demonstrated yet

Your feedback is extremely important to students and we do appreciate the time it takes to provide this valuable service.

*January, 1982 Revision

Elementary Pre-Student Teaching (green)
Elementary Student Teaching (pink)

University of Michigan
Instructional Competency
Supervising Teacher Report

Student _____ Date _____

Supervising Teacher _____ School, Grade _____
(signature)

MASTERY LEVEL I (Teacher evaluation required for both pre- and student teaching.)
N=26

Competency Level (1-5)		
[ ]	1.	Plan lessons.
[ ]	19.	Observe and interpret pupil behavior.
[ ]	20.	Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange)
[ ]	33.	Visual: operate film projector, filmstrip projector, ...
[ ]	34.	Audio: operate tape recorder, record player, ...
[ ]	36.	Utilize reproduction processes: duplicating, copying, ...
[ ]	54.	Teach, using discussion.
[ ]	56.	Teach, using small group instruction and/or activities.
[ ]	60.	Teach, using individualized instruction.
[ ]	68.	Encourage pupils to communicate orally and in writing.
[ ]	72.	Maintain a classroom atmosphere in which pupils feel comfortable.
[ ]	73.	Develop and maintain an effective rapport with pupils.
[ ]	74.	Establish an environment conducive to learning.
[ ]	75.	Stimulate interest and enthusiasm.
[ ]	76.	Maintain expectations such that most children are able to meet them.
[ ]	77.	Maintain creative, clean, comfortable, attractive surroundings.
[ ]	81.	Follow classroom and/or school rules and standards.
[ ]	82.	Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts.
[ ]	83.	Take precautions necessary to safeguard the health, safety, and legal rights of pupils.
[ ]	84.	Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils.
[ ]	85.	Reinforce goal-related behavior.
[ ]	86.	Guide pupils in developing positive self-image.
[ ]	87.	Guide pupils in developing relationships with peers.
[ ]	89.	Work to fulfill the affective, social-emotional needs of individual pupils
[ ]	90.	Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils.
[ ]	91.	Work cooperatively to meet affective, social-emotional needs of individual pupils.

COMMENTS: (use other side)

MASTERY LEVEL II (Teacher evaluation required for student teaching, optional, at supervising teacher's discretion for pre-student teaching.)
N=42

Competency Level (1-5)		
[ ]	2.	Plan units.
[ ]	3.	Plan sequential development of content.
[ ]	5.	Establish behavioral objectives.
[ ]	6.	Set/select content goals.
[ ]	9.	Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	10.	Identify pupils' instructional needs.
[ ]	11.	Identify pupils' strengths/abilities.
[ ]	12.	Identify pupils' interests.
[ ]	17.	Utilize informal assessment techniques.
[ ]	18.	Write and give test/quiz/survey.
[ ]	22.	Utilize teacher self-evaluation techniques.
[ ]	28.	Select/adapt/utilize textbooks, workbooks, worksheets, ...
[ ]	30.	Evaluate/select/modify films, filmstrips, film loops, ...
[ ]	31.	Evaluate/select/modify tapes, recordings, ...
[ ]	32.	Select/adapt/utilize manipulative materials (aids) games, puzzles, ...
[ ]	35.	Graphics: produce overhead transparency, drymount, ...
[ ]	37.	Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	38.	Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	41.	Provide multicultural experiences.
[ ]	43.	Conduct class meetings.
[ ]	44.	Teach reading.
[ ]	45.	Teach language arts.
[ ]	46.	Teach mathematics.
[ ]	47.	Teach science.
[ ]	48.	Teach social studies.
[ ]	53.	Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned.)
[ ]	55.	Teach, using drill and practice.
[ ]	57.	Teach, using discovery/inquiry.
[ ]	58.	Teach, using role playing.
[ ]	59.	Teach, using classroom learning centers.
[ ]	61.	Use questioning techniques effectively.
[ ]	63.	Provide pupils with experiences which develop thinking skills.
[ ]	64.	Motivate pupils to think independently.
[ ]	65.	Motivate pupils to think analytically.
[ ]	66.	Motivate pupils to think creatively.
[ ]	67.	Motivate pupils in daily lessons, units, activities.
[ ]	69.	Change strategies spontaneously when necessary/desirable.
[ ]	70.	Group pupils as pupil performance dictates: individual, small or large groups.
[ ]	78.	Make transitions smoothly (between activities, lessons, physical movements, periods of time).
[ ]	79.	Effectively anticipate and respond to classroom management problems.
[ ]	80.	Determine and evaluate routines, rules, policies, standards, cooperatively with students.
[ ]	88.	Guide pupils in developing relationships with adults.

COMMENTS: (use other side)

MASTERY LEVEL III (Teacher evaluation optional, at supervising teacher's discretion for student teaching, not listed for pre-student teaching.)
N=26

Competency Level (1-5)		
[ ]	4.	Plan integration/correlation of concepts.
[ ]	7.	Incorporate long range goals.
[ ]	8.	Incorporate local community goals.
[ ]	13.	Identify pupils' experiential background.
[ ]	14.	Select and utilize assessment instruments appropriately.
[ ]	15.	Select and utilize criterion referenced measures.
[ ]	16.	Select and utilize norm referenced standardized measures.
[ ]	21.	Utilize pupil self-evaluation techniques.
[ ]	23.	Utilize pupil/teacher evaluation of instructional process.
[ ]	24.	Interpret diagnosis/assessment information.
[ ]	25.	Record diagnosis/assessment information.
[ ]	26.	Communicate diagnosis/assessment information to pupils, parents, educators.
[ ]	27.	Improve instruction through use of diagnosis/assessment information.
[ ]	29.	Evaluate/select/modify commercial individualized programs.
[ ]	39.	Plan, conduct field trip(s).
[ ]	40.	Invite resource people to classroom.
[ ]	42.	Conduct values clarification activities.
[ ]	49.	Teach art.
[ ]	50.	Teach music.
[ ]	51.	Teach physical education.
[ ]	52.	Teach health.
[ ]	62.	Maintain balance of cognitive, affective, and motor skill learnings.
[ ]	71.	Demonstrate knowledge of organization plans at building, state, and national level.
[ ]	92.	Consult counselor, social worker.
[ ]	93.	Confer with parent, principal.
[ ]	94.	Refer pupils for diagnostic tests and services.

COMMENTS: